

The Right Choice – Fostering Positive Values (NZ Police, 2005, pp 33-34).

Learning Outcomes

As a result of this lesson students will be able to:

- Explain that each choice has positive and negative consequences
- Make a good choice

Messages

The following messages will become part of students' thinking as a result of this lesson:

I know that my actions have consequences.

Will my actions harm others or myself?

I can change my behaviour.

I feel good when I do the right thing.

I will remember to think before I speak or act.

Values

This lesson will help clarify students' understanding of the values:

Honesty

Truthfulness

Compassion

Responsibility

Being Fair

Resources

Copysheet 8 role play cards page 39-40

Classroom space for role plays

Activity

1. Introduce the term **conscience** to students and discuss its meaning.

“Conscience – moral sense, principles, scruples, sense of right and wrong, still and small voice” The New Collins Thesaurus

Introduce the word **temptation** to students and discuss its meaning.

“Temptation – the state or quality of being tempted; a desire to do something” Concise Oxford Dictionary.

2. Place three chairs in the front of the room. Invite three students to come forward. Choose confident students who can express themselves well. The one in the middle chair is the young person who has to make a decision. The person on their right is their **Conscience** and the person on their left is **Temptation**.

Give the class the following scenario:

You are walking home from school. You meet a friend who invites you to go to their place. You would really like to go but you had promised to go straight home.

Explain that the person in the middle has to decide what to do. In turn, conscience tries to persuade them to do the right thing and temptation tries to persuade them to do the wrong thing. After listening to both sides, ask the person in the middle for their decision and the reason.

ASK: *Who agrees with the decision that has been made?* Ask for a show of hands. *Which side should we really listen to, conscience or temptation?* Give a reason for your answer.

What might happen/ be the consequence if we give in to temptation?

3. Put students into groups of four. Give each group one of the role-play situations, taken from the list. The group must prepare a role-play to show the person making the right choice.

Invite each group to present their role play to the class. After each ask the class to vote on whether this was a good decision or not.

Success Criteria

Students can:

- role play someone making a good choice.

Take it a step further

- Get the children to brainstorm ideas/scenarios of their own.
- Think about incidents in the classroom, playground, on the way home, at the movies, the mall, at netball etc.

Your friend offers you a lolly from a packet that she has stolen.

You are walking home with friends. As you pass a tall wooden fence one of your group gets out a spray can and suggests you all spray on some graffiti.

You have just finished eating fish and chips as you are walking home. You look for somewhere to throw your rubbish.

There is a fight going on in the playground. One of the students is very small and is getting hurt. You don't know what you should do.

A new girl has come to your school. She is Moslem and is wearing a headscarf. Some of your friends are giving her a hard time and expect you to do the same.

The person sitting next to you on the bus leaves their cell phone on the seat when they get up.